

This dissertation was a study on parental satisfaction with inclusive education that I carried out in the Czech Republic in order to find the answers to research questions: (1) to what extent are the parents satisfied with inclusive education? And (2) what are the factors that contribute to such satisfaction? The information was gathered from the parents of children with special education needs integrated in the mainstream school. This study engaged 24 parents who have children with disabilities integrated in the mainstream lower secondary schools. The results indicated that parents of children with disabilities were generally satisfied with school where their children have been integrated. Specifically, parents were satisfied with school environment, classroom, learning materials. They strongly expressed that they needed their children to study in the mainstream school because the children need to make more friends with the same age group, to play with their friends, to be invited to the birthday party and so forth. Notwithstanding, there were a small number of parents who were dissatisfied or less satisfied. This was due to the children of these parents having been more development when they changed to study in special school.

In addition, parental satisfaction was strongly influenced by parental involvement. When parents were more involved in the children in education they indicated strong satisfaction with the school. The study also discovered that parental satisfaction was correlated with school-parent communication followed by school climate. Parent's involvement was more positive among schools in which parents saw the school as empowering them.

Key words: parental satisfaction, inclusive education, mainstream school, parental involvement, school-parent communication, school climate, and empowerment